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ABSTRACT

The major objective of this program was to maximize probability of success of beginning teachers in Alabama and, thereby, to improve the teaching-learning process for students. In this program, cooperating teachers worked with beginning teachers on a one-to-one basis in the schools. Evaluation of the program's effectiveness was a continuous process. Evaluation of process was conducted by means of cyclical interviews; product evaluation consisted of teacher attitude and achievement, measured by observation, tests, and/or questionnaires. Tentative conclusions derived from this study will form the basis for program revision. A significantly more direct relationship was found to exist between student attitude and teacher competency, and between student attitude and teacher attitude in the experimental group (those beginning teachers working with cooperating teachers) than in the control group. Principals in systems using cooperating teachers rated their first-year teachers significantly higher than did those in systems not using cooperating teachers. Control teachers (those without cooperating teachers) tended to be more authoritarian and to view education as a rigid coverage of subject matter. These tentative conclusions will be examined more thoroughly in the following school year. (Appendixes include descriptions of instruments and sample items, analysis of variance and covariance, and correlations.) (PB)

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First-Year Teacher Pilot Program
An Interim Report

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THE FIRST-YEAR TEACHER PILOT PROGRAM

An Interim Report

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The Alabama State Department of Education

In Cooperation with

University of Alabama in Birmingham

and

Bibb County School System
Blount County School System
Jefferson County School System
St. Clair County School System
Shelby County School System
Tuscaloosa County School System
Walker County School System

University of Alabama in Birmingham

July, 1974

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[illegible]

and committed to strict adherence to structure within the classroom. Those given special assistance through the several agencies appeared to promote a more cooperative and self-motivated effort in the classroom.

There are several interesting, though statistically insignificant trends evident from the data. From a questionnaire administered to both control and experimental teachers, it is clear that experimental teachers recognize more of their needs in instructional techniques, classroom management, and discipline. Moreover, they appear to feel freer to ask for help and consequently they receive more assistance. This recognition of weakness may be read as a strength on the part of the experimental first-year teacher.

Other observed trends had to do with the relationships between (1) teacher attitude and competency and (2) teacher competency and student achievement. Results from the first year of the program indicate a tendency for control teachers' attitudes and competencies to be negatively related, while this is not the case for the experimental teachers. Furthermore, and possibly more important, competencies for control teachers seemed to be negatively related to student achievement. Again, this negative relationship did not show up in the experimental group. The efforts of the support team seem to have helped bring about the more positive relationship among these variables.

In addition, the study examined the attitude of students of randomly chosen first-year teachers who received special assistance (the experimental group) and students of randomly chosen teachers who did not receive special assistance (the control group). It was found that there was no significant difference in student attitude toward school between the two groups. Student achievement was examined in the same

manner, but no significant difference was found.

Teacher attitudes were studied, but no significant difference was found between control and experimental teachers. Teacher competency was examined by means of an especially constructed instrument, the ETS/UAB Instrument. No significant difference was found.

The second year's study will be a more controlled effort to examine student attitude and achievement as well as teacher attitude and competency. The instruments which are in the developmental stage and have been used this year will be revised and made considerably more reliable. Leads from this year's work will be pursued, particularly through more systematic observation, in an effort to identify and clarify the best practices in first-year assistance. The teacher center which will be in operation next year is expected to provide an effective and efficient mechanism to intensify the impact of the assistance effort.

The First-Year Teacher Pilot Program

CHAPTER I

GENERAL INTRODUCTION

Genesis of the Program

The First-Year Teacher Pilot Program originated in a resolution adopted by the Alabama State Board of Education on January 25, 1972. Contributions to the thinking of the State Board included recommendations by Alabama Education Association members, local superintendents, and the Alabama Association of Colleges for Teacher Education. This program is a part of a massive effort to improve the quality of education in Alabama. In the case of this program, the major objective is to maximize the probability of success of beginning teachers in Alabama. The basic assumption being the belief that the crucial figure in the teaching-learning process is the teacher. The pertinent portion of the resolution is quoted below:

> As a part of the competency-based concept of teacher preparation, establish the first year of teaching as an extended internship to serve as a part of the introduction of the individual to the teaching profession with the teacher-training institution, the local school district, and the State Department of Education assuming appropriate responsibilities for the internship (State Board Resolution, 1972).

According to the State Guidelines:

> The First-Year Teacher Pilot Program, as presently visualized, is designed primarily to improve teacher competency, thereby improving the quality and kind of learning opportunities afforded the elementary and secondary students of Alabama. Secondly, it will seek to improve teacher education by assuring the actual competence of those issued professional certificates. Finally, it will provide a means of effecting significant changes in all aspects of education within the State of Alabama.

> The major objective of this First-Year Teacher Pilot Program is to insure the probability of success of the beginning teacher in Alabama by accepting the fact that the success or failure of the beginning teacher is a mutual responsibility of institutions of higher education, local education agencies, the State Department of Education, and professional associations. The program is not a screening device or a means of excluding teachers who have graduated from preservice teacher education programs but rather is a significant means of assisting beginning teachers to become career minded emerging professionals. (Alabama State Department of Education, 1972).

It was not clear precisely what form this year would take; however, it was clear that three elements would be essential:

(1) some form of supervision and guidance of first year teachers;
(2) some form of evaluation;
(3) a cooperative approach which would involve the State Department, local education agencies, and the institutions of higher education.

The Alabama State Department of Education wisely decided to conduct a two-year pilot program on a small but intensive scale in order to determine how such a year would be handled and what difference the year would make. The University of Alabama in Birmingham and Auburn University were selected to cooperate with the State Department of Education and selected local education agencies in this endeavor.

Precedents of the U.A.B.-Based Program

Two specific practices in teacher education predominate in the UAB-Based Pilot Program: in the first place, the program exists <u>in addition to</u> the regular four-year college preparation; in the second place, the program is performance based. In order to set the scene and provide the theoretical and practical background for the UAB based program, a review of the precedents provided by other institutions and programs is in order.

The notion of including an additional year of training in the preparation process of a teacher is not new. Historically both economic decrease and economic prosperity have encouraged teacher training in addition to the four-year college preparation. Recession, because the surplus of teachers in the market allowed public schools to raise an better preparation, prosperity, because the high wages of production lines tended to draw some teachers away from teaching, thus necessitating the training of people who had not initially prepared for teaching. It should be noted that increases given to teachers in service could be tied to requirements of further teacher education.

For whatever reasons, the idea of an additional year (in-service) of teacher training dates back to 1895 when the public schools of Providence, Rhode Island, and Brown University combined to provide novices with the opportunity to teach half-time and attend graduate classes half-time (Brown, 1901).

In 1918, similar plans were operationalized by the University of Cincinnati with the school system in that city (Rockefeller, 1973). In the 1930's, Northwestern University and the public schools of Chicago combined in a similar effort (Brink, 1937).

The most recent movement toward an additional year of teacher training began in the early 1950's. Several funding agencies were instrumental in the initial phases of this effort, however, the Ford Foundation (through the Fund for the Advancement of Education) was probably the most significant. The first project undertaken by the Fund for the Advancement of Education was centered in the State of Arkansas with the University of Arkansas (Fayetteville) designing the program

[illegible]

[illegible]

Research reflecting the effectiveness [illegible] and without the additional year of [illegible] exists. There is evidence that teachers who successfully complete the first year intensive program stay in teaching longer than do their colleagues who additional year of support -- but only if they receive a graduate degree from the program.* This can hardly be considered an attractive option for low-income students who [illegible].

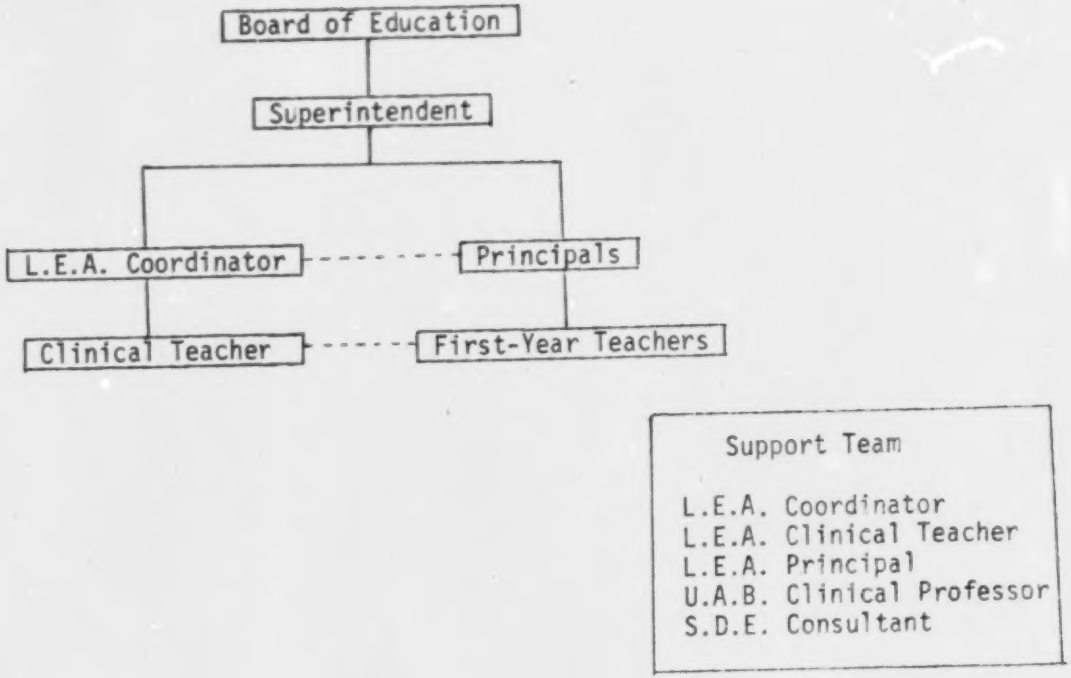
The second major characteristic of the U.C.T. Model Site Project, elementary level teacher education, is typical of the accountability movement of the past decade. In turn, the accountability movement [illegible]

---

* The University of North Carolina reports that over half of the first-year graduates who entered a graduate program [illegible] after five years that are [illegible]. The University estimates might be [illegible] that first-year teachers [illegible]. This data [illegible] survey, or [illegible] that the first-year program provided [illegible] teaching experience.

FIGURE 5

ORGANIZATION: COUNTY D



team was, again, slightly different. By way of clarification of terminology, it should be noted that County D has given the title of "clinical teacher" to the person who functioned in the same manner as did the cooperating teacher in County E (Figure 4).

Organizational variation is apparent, also, in Figures 6 and 7. In these models, the coordinator is working with individual teachers; the support team reflects the organizational pattern.

State Department Organization

The State Department of Education had a State Program Administrator and two consultants whose duties were to work with this program.

Their duties were comprised of several tasks:

(1) scheduling all team meetings, serving as chairmen of the various support teams, and preparing reports concerning each meeting of each support team;

(2) visiting all beginning teachers assigned to them to discuss and to review the teachers' problems and progress and to render such assistance as was indicated as being necessary;

(3) serving as liaison between beginning teachers and the total support team as such.

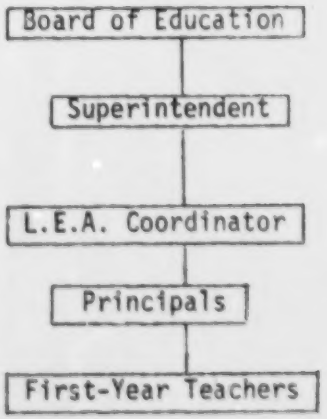
Each first-year teacher was assigned to one of the State Department consultants or to the State Department coordinator.

University Organization

UAB geared for the program by delineating specific roles for UAB personnel. In general, the UAB coordinator was responsible for coordinating efforts of all UAB program personnel and for serving as liaison agent for UAB with the State Department of Education and local education agencies. The UAB coordinator was responsible for seeing that research/evaluation instruments were developed and used, that all data were analyzed, and that a report was produced and disseminated.

FIGURE 6

ORGANIZATION: COUNTY A

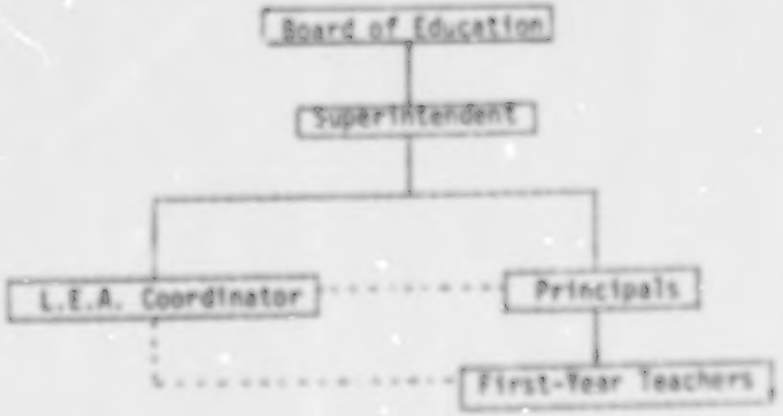


Support Team

L.E.A. Coordinator
L.E.A. Principal
U.A.B. Clinical Professor
S.D.E. Consultant

FIGURE 7

ORGANIZATION: COUNTY A



Support Team

L.E.A. Coordinator
L.E.A. Principal
U.A.R. Clinical Professor
S.D.E. Consultant

UAB professional personnel included three faculty members from the Department of Elementary Education and three faculty members from the Department of Secondary Education. It should be noted that teaching experience in public schools was one of the criteria for their selection because it was felt that such a background was essential. These faculty members served as clinical professors for elementary and secondary first-year teachers. One of the clinical professors was a specialist in special education. Because of the number of special education units added by the State, it was anticipated that this would be reflected in the random sample of first-year teachers and provision had to be made for this specialized component of our educational effort. The anticipation proved to be true.

Every effort was made to assign each first-year teacher to a clinical professor who had some special knowledge and/or experience in the first-year teacher's area. Thus it was hoped that all first-year teachers would have appropriate specialized help available from the clinical professors, the State Department of Education consultants, or the local education agency personnel whenever it was needed.

In addition, clinical professors were expected to assist in the development of research/evaluation instruments, the analysis of data, and the writing of the report.

Two UAB faculty members were assigned to the research element of the program. The primary responsibility for instrument development, administration of such instruments and other tests, scoring of such measures, and data analysis rested with them.

It should, however, be noted that all UAB professional personnel working with this program were involved in the planning process, in the development of instruments, in orientation sessions held in the local education agencies, and in the writing of the report.

The Support Team in Operation

Initiation of Activities

There was, of course, no problem connected with support services provided by those people in the local education agencies. It was necessary, however, to plan carefully for the entry of terminal/fore "outside" agencies as they moved to provide special assistance for the 100 first-year teachers selected to receive this support-team assistance. The Task Force planned carefully to execute the entry of clinical professors and State Department consultants in the most propitious manner. It must be remembered that the late funding date of the program made it impossible for UAB to be fully staffed before October 1 and for the State Department to be fully staffed before November 1. These late and different dates precluded the simultaneous entry of clinical professors and State Department consultants.

During the period in late August and early September, the local education agency coordinators made it possible for the UAB coordinator to meet with all first-year teachers and concerned local education agency personnel to discuss the First-Year Teacher Pilot Program. At this time, the UAB coordinator gathered basic data from the first-year teachers who had been employed by that date and administered the attitude instrument based on the semantic differential technique.

[illegible]

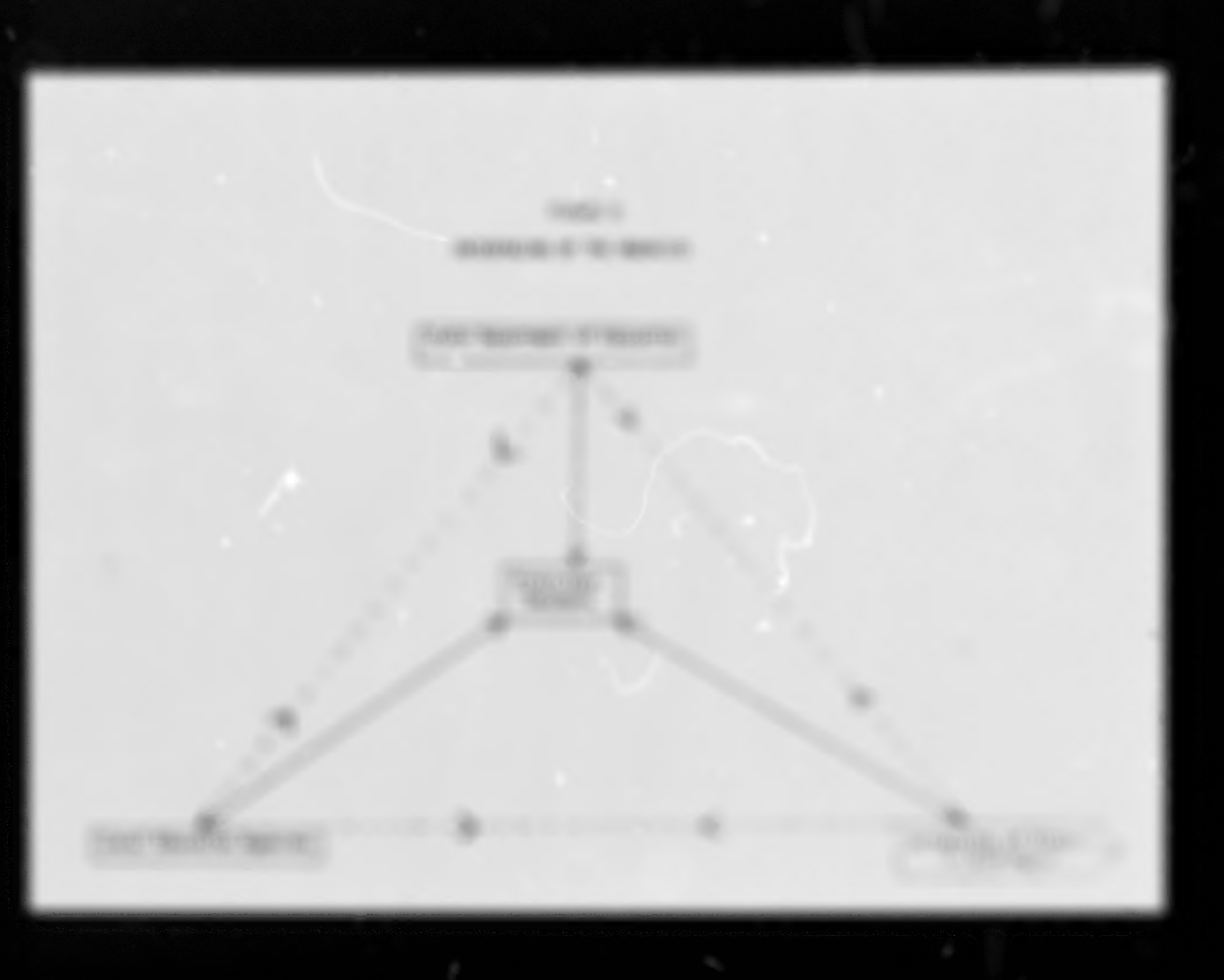


FIGURE 10

FACILITATION AND EVALUATION OF PROCESS

PROCESS RESEARCH MODEL

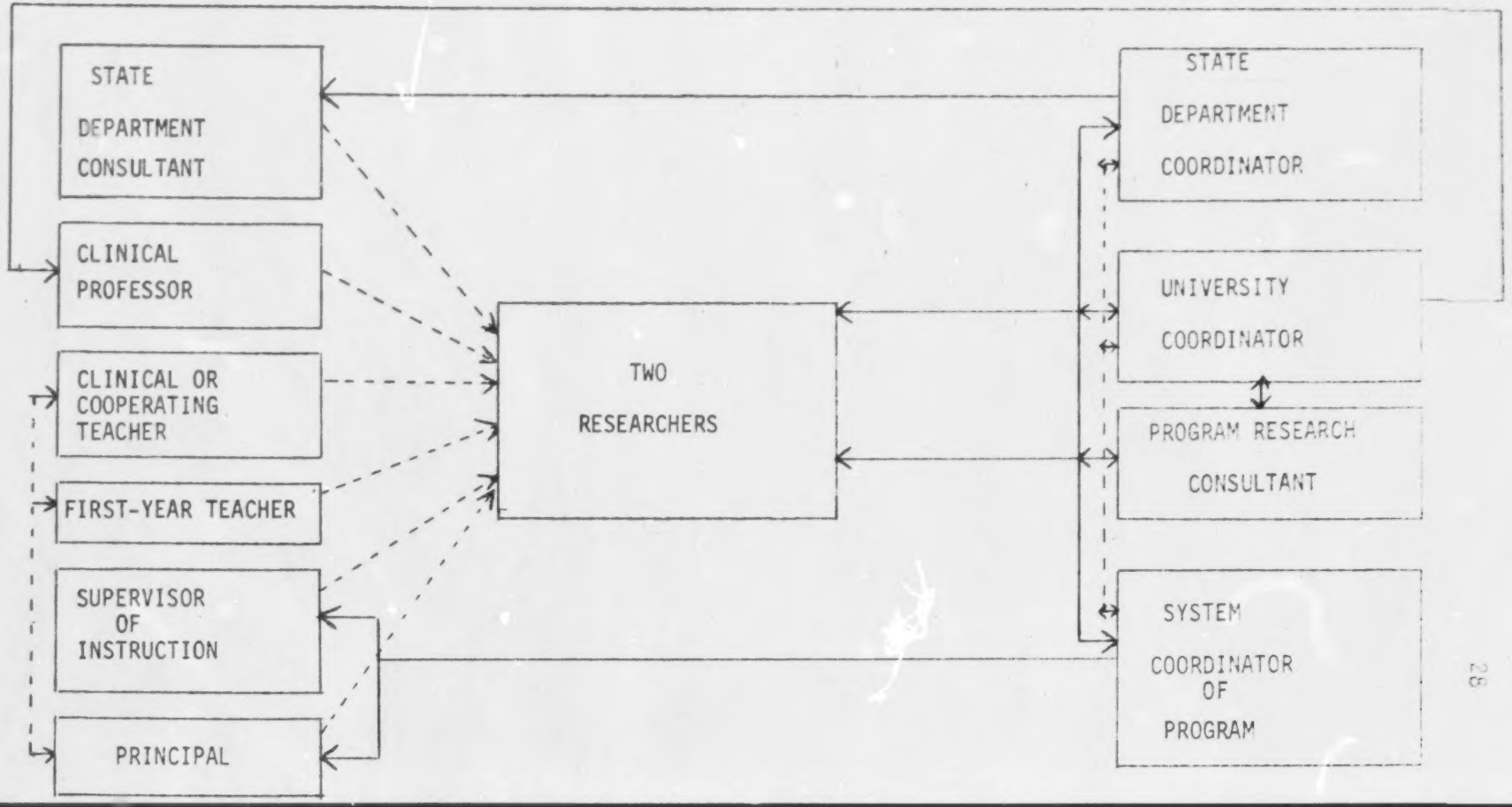
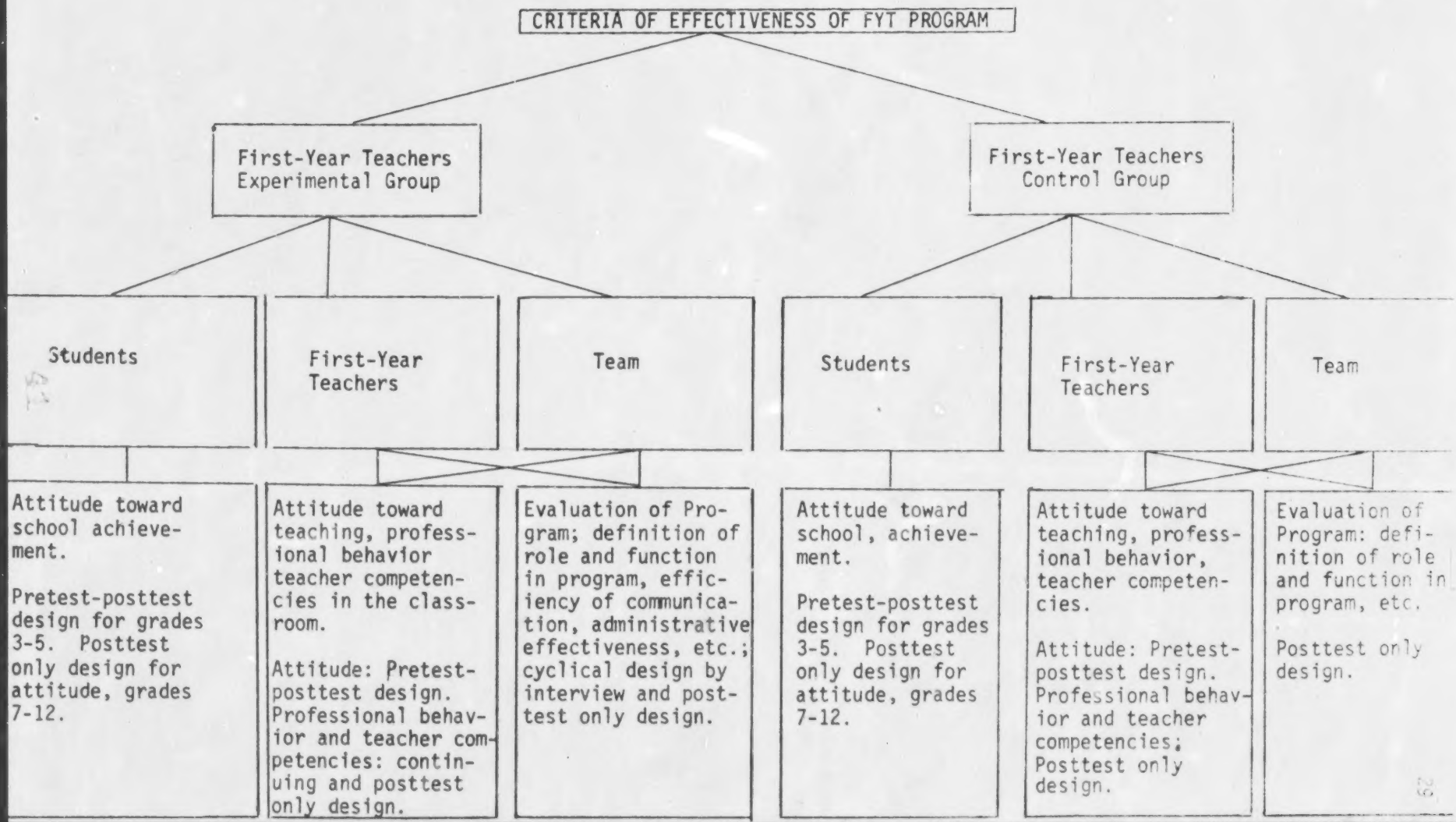


FIGURE 11

PRODUCT RESEARCH MODEL


CRITERIA OF EFFECTIVENESS OF FYT PROGRAM
First-Year Teachers Experimental Group
First-Year Teachers Control Group
Students
First-Year Teachers
Team
Students
First-Year Teachers
Team
Attitude toward school achievement.
Pretest-posttest design for grades 3-5. Posttest only design for attitude, grades 7-12.
Attitude toward teaching, professional behavior teacher competencies in the classroom.
Attitude: Pretest-posttest design. Professional behavior and teacher competencies: continuing and posttest only design.
Evaluation of Program; definition of role and function in program, efficiency of communication, administrative effectiveness, etc.; cyclical design by interview and posttest only design.
Attitude toward school, achievement.
Pretest-posttest design for grades 3-5. Posttest only design for attitude, grades 7-12.
Attitude toward teaching, professional behavior, teacher competencies.
Attitude: Pretest-posttest design. Professional behavior and teacher competencies; Posttest only design.
Evaluation of Program: definition of role and function in program, etc.
Posttest only design.

Although it was recognized that an experimental teacher and a control teacher might be residents of the same neighborhood, this selection procedure was the only means available to eliminate the seepage which would almost certainly occur if the teachers taught in contiguous classrooms.

Secondly, the number of experimental teachers in each county school system was determined by a formula necessitated by financial factors. The consortium was required to work with 100 first-year teachers. The sum of $1000.00 was allotted by the State to each local education agency for each teacher who would receive the special assistance of a support team. This sum was to finance the program in that agency. It was decided that each local education agency would have at least 10 experimental teachers, thus assuring each agency of a minimum of $10,000. Since there were seven local education agencies involved and each would have a minimum of 10 first-year teachers, there remained 30 teachers to be divided among the seven local agencies. It was decided that in addition to the 10 minimum number of teachers, each local education agency would have a proportion of the 30 remaining teachers. County G, for example, had 7.2% of the total number of first-year teachers in the seven-county region; therefore, County G would have 7.2% of the thirty remaining teachers. In this manner, the total number of teachers for each local education agency was calculated.

This formula was accepted by the Task Force. Indeed, all policies and procedures as well as forms which were designed for use in the program were examined by the Task Force before they were used during the year. At the time of examination, Task Force members had the opportunity to suggest modifications and they did so.

The evaluation of the effectiveness of product was concerned with attitude and achievement of students and with attitude and behavioral competency of teachers, judged by observation and tests.

The research design differed with respect to elementary and secondary schools. This was a necessary decision because of the late date of funding of the program. This late funding date made it impossible for UAB to become fully staffed before October; therefore, the clinical professors entered the schools in the latter part of October. Pretests were administered by clinical professors and the UAB coordinator during the month of November. The decision to wait until November was based on the belief that the clinical professors should have met the first-year teachers before entering the classroom to administer the tests. Earlier, the Task Force had decided that clinical professors should administer the tests to insure objectivity. Because of the time element and the desire to have some pretest and posttest data, the decision was made to conduct a micro-study of grades 3-5 during this first pilot year. Students of both control and experimental teacher groups in these grades were given the California Achievement Test and the Cowles Pupil Opinion Instrument.

The testing done in the secondary schools involved attitude only. The School Morale Scale developed by Wrightsman, Nelson and Taranto was administered to one randomly chosen class of each of the first-year teachers in the experimental and the control groups. This was done on a posttest only design basis, with the tests being administered in the latter part of April and the first week of May.

The results of these tests were kept as classified data because the purpose was not to evaluate individual teachers but to examine the effect, if any, of the support system on the attitudes of students.

The teachers' attitudes toward teaching were examined on a pretest-posttest basis by means of an instrument which utilized the semantic differential technique.

Teacher competency was studied by means of an especially constructed direct observation form and a pencil-and-paper test devised for this purpose. Because of the late funding date and the absence of any time for planning, these instruments were of necessity developmental in nature.

Teacher competency was examined in terms of four categories: (1) planning and instruction, (2) interaction skills, (3) managerial task performance, and (4) professional behavior. In order to study teacher competency in these areas, it was necessary to develop five different instruments - instruments which could be used by professional personnel with varying degrees of technical sophistication and experience. A second consideration was that matter of feasibility which is vital when three agencies are uniting to perform a task.

In the light of these considerations, decisions had to be made regarding two essential factors: (1) would all three agencies utilize all of the instruments, and (2) would use of certain of the instruments be restricted to one or more of the various agencies? Experience during the year and the development of the instruments indicated to the Task Force that the professional behavior and managerial task components would be more appropriately handled by the local education agencies. On the other

hand, it was decided that those competencies pertaining to planning, instruction, and interaction skills could be handled by all three agencies, thus providing a common core of competencies to which all three agencies could direct their attention. Four instruments which require some form of observation were developed, three of them were used this year - Forms I, M, and A. Forms I and M were used by local education agency personnel to study first-year teachers' professional behavior and managerial task competencies respectively. Form A was used by personnel of all three agencies to examine instruction competencies of teachers. The fourth, a classroom observation instrument, will require some training before use; therefore, it is necessary to wait until next year to use it. Plans for intensive staff development have been made, and it is expected that this instrument will be in widespread use in 1974-75.

There was one instrument which was a pencil-and-paper test designed to supplement and/or corroborate the observation instruments. This instrument was developed in cooperation with Educational Testing Service which supplied the bulk of the items from their files; these items were supplemented and edited by the UAB staff of this project. The instrument was used for the first time in May, 1974, to supplement observation data. Careful analysis of the results will make possible the revision of the instrument so that it will be more nearly what is needed during the 1974-75 school year.

The research design required information regarding the kind of support techniques and their effectiveness with respect to both experimental and control teacher groups. An instrument in the form of a

[illegible]

and developed specifically for the First-Year Teacher Pilot Program. A great deal was learned concerning the utility of each instrument, and it is clear that most of the instruments need considerable revision. After soliciting advice and ideas from State Department and local education agency personnel, the UAB research staff will modify and revise all instruments as deemed necessary. Further validation efforts will continue throughout the second year of the First-Year Teacher Pilot Program. As previously mentioned, Educational Testing Service is expected to assist considerably in the further validation of the ETS/UAB Instrument.

Evaluation and Assessment

The following specific questions were addressed in an effort to evaluate the First-Year Teacher Pilot Program:

1. Were student attitudes significantly different between control and experimental teachers?
2. Were teacher attitudes significantly different between control and experimental teachers?
3. Was student achievement significantly different between control and experimental teachers?
4. Were teacher competencies significantly different between control and experimental teachers?
5. Was the correlation of student attitude to teacher attitude and/or competency significantly different between control and experimental teachers?
6. Was the correlation of student achievement in the elementary grades to teacher attitude and/or competency significantly different between control and experimental teachers?

Analysis of the Data

Technical data concerning the statistical analysis of the questions

may be found in Appendix B.

Student attitudes were measured by the Cowles Pupil Opinion Instrument for both elementary and special education students. Attitudes for secondary students were measured by the School Morale Scale. Grade level and initial differences in attitudes (measured by pretest) were treated as control variables when available, i.e., the influence attributable to these variables was "taken out" by the use of the statistical techniques of analysis of variance and/or analysis of covariance. It was found that, in all comparisons, student attitude did not differ significantly between control and experimental group teachers.

Teacher attitudes, both elementary and secondary, were measured by the Semantic Differential Instrument. Pretest scores were available, and hence again the initial differences were "taken out". No significant difference was found between control and experimental teachers.

Student achievement was measured by the California Achievement Test (elementary students), and the Peabody Individual Achievement Test (special education students). No achievement measure was used for secondary students. Both pretest and posttest scores were available for elementary and special education students, and thus it was possible to treat grade level and initial differences in achievement as control variables. It was found that, using these control variables, student achievement was not significantly different between students of control and experimental teachers.

Teacher competency was measured in several ways. The Educational Testing Service contributed items to an instrument for measuring competencies outlined by UAB staff, and the first-year teacher research

personnel developed three competency measuring instruments (Forms L, M, and N) to measure proficiency in professional behavior, managerial tasks, and classroom management, respectively.

On the basis of the ETS/UAB Instrument alone, no significant difference in competency was found between control and experimental teachers.

Using the Fisher $\bar{z}$ - transformation (see Appendix C), significance tests were done between control and experimental teachers on correlations between

(a) student and teacher attitudes
(b) student achievement and teacher attitude
(c) student attitude and teacher competency
(d) student achievement and teacher competency

A significant difference ($p < .05$) was evident in only two of the tests made. These were:

(1) student attitude (Pupil Opinion) and teacher competency (ETS/UAB)
(2) student attitude (SM Scale) and teacher attitude (semantic differential).

By way of interpretation, it can be said that a more direct relationship, exists between student attitude (Pupil Opinion) and teacher competency (ETS/UAB) in the experimental group than in the control group. Indeed, since the correlation in the control group was negative (-0.275), we can infer that teacher competency as measured for the control group may be adversely influencing student attitude.

Similarly, it can be said that a more direct relationship exists between student attitude (SM Scale) and teacher attitude (semantic differential) in the experimental group than in the control group. Again, the correlation for the control group was significantly negative (-0.4365).

It is strange, indeed, that in the control group, student attitude is negatively influenced by teacher attitude. It appears that <u>without the assistance of the support team</u>, those teacher attitudes that are deemed desirable seem to be inappropriate.

Correlations between most measured variables are displayed in the matrices in Appendix C. Of particular interest are the experimental/control group correlations between teacher competency as perceived by their principals (Forms L, M, and N) and teacher competency as measured by the ETS/UAB Instrument. Note that none of the correlations is significantly different from zero. Further note that the correlation of teacher competency as measured by the ETS/UAB Instrument is significant (see Table 1).

TABLE 1

Correlation of Perceived Teacher Competency with ETS/UAB Score

	Experimental			Control		
	Form L	Form M	Form N	Form L	Form M	Form N
Principal	.12	.20	.25	.02	.16	.16
Clinical Professor	—	—	.33**	—	—	—

** $p < .01$

The following incidental results were also found:

1. When the use of a cooperating teacher was treated as an independent variable, it was found that principals' perceptions of teacher competency (Forms L and M) were

significantly different. Principals in systems using cooperating teachers rated their first-year teachers significantly higher in competency.

2. Teacher attitude (semantic differential) varies significantly among the seven school districts. ($p < .05$)

3. Teacher competency (ETS/UAB instrument) varies among the seven school districts in a degree that approaches significance. ($p < .07$)

4. Student attitude (School Morale Scale) varies significantly among the seven school districts. ($p < .02$)

5. Tests for significance between experimental and control teachers were done on each individual item in the Semantic Differential Instrument. Only two items showed a significant difference. These were item 3 ["Discipline"] and item 4 ["Commitment to Concept of Education vs Subject Matter Coverage"]. Control teachers rated these items significantly higher than teachers in the experimental group. Hence, this year it would appear that control teachers were more authoritarian and more committed to strict adherence to structure within their classrooms. In addition, the control teachers tended to view education as more rigid coverage of subject matter than did experimental teachers.

6. Although the correlations are not significant, it appears that teacher attitude (semantic differential) and teacher competency (ETS/UAB Instrument) are negatively related in the control group. Also, teacher competency (ETS/UAB Instrument) appears negatively related to student achievement in the control group while the same variables are positively related in the experimental group. The differences in correlations between teacher attitudes and competency and student attitudes and achievement prompt speculation because of their compatibility with the view that first-year teacher aid via clinical professors, State Department personnel, and cooperating teachers promote a view of teaching as involving development of a more cooperative, less academically competitive classroom atmosphere. It will be one focus of the second year's study to attempt to clarify the meaning and implications of these relations.

Chapter IV

ADDITIONAL FINDINGS FROM PROJECT DATA

In order to determine the people/time organizational and utilization patterns which seem to function most effectively in the assistance of the first-year teachers, it was necessary to obtain data pertaining to four central factors: (1) the most common needs of first-year teachers, (2) the nature of assistance rendered by the support team, (3) the kinds of assistance which were perceived to be most useful, and (4) potential or experienced problem areas.

Both formative and summative data were available from the support team in the form of assistance reports (the P-I forms) which were completed by personnel from the three agencies. Additional information was obtained from interviews which all participants granted to researchers at midyear and again at the end of the school year.

Perceived Needs

First-year teachers had continuing opportunity to discuss their needs with the support team personnel. In addition, they had opportunity to report this information on forms which were provided at three points during the year. During institute meetings held by the various local education agencies, first-year teachers completed basic data forms (Form A-I) which asked them specifically to note those areas in which they felt secure, i.e., in which they thought they needed no help, and those areas in which they felt a need for assistance. Of the teachers responding to these questions, 78% perceived their most significant need to be one of the five shown in Table I. Later during the year,

[illegible] they calculated a [illegible] discrepancy of [illegible] hours. On the [illegible] of the [illegible] they were asked to respond to the Principal Survey Questionnaire which contained items pertaining to their perceptions of needs.

TABLE 2

Beginning Teachers' Perceptions of Needs
(Form A-1 Only)

Need	X
1. Effective utilization of available Media and Materials	[illegible]
2. Planning (long and short range)	[illegible]
3. Record Keeping	[illegible]
4. Discipline	[illegible]
5. Provision for Individual Differences	[illegible]

Finally, data concerning [illegible] teachers' [illegible] were obtained from the Task Force Report and from a statewide survey of Alabama educators. The instrument used in the statewide survey was a slightly [illegible] list of competencies which had been originally drawn up by the Task Force. This list was sent to five percent of Alabama's educators -- [illegible] school teachers and administrators -- who were randomly selected from records of the State Department of Education. Two hundred and six usable [illegible] were returned by 151 teachers and 55 administrators who had been asked to provide necessary insights regarding the importance of the competencies listed and to write in the space provided any other competencies which they deemed important.

[illegible] by majority of the experts for validation. Experts by [illegible] validation are as shown in Table 3.

[illegible]

Table 3

Content Validation

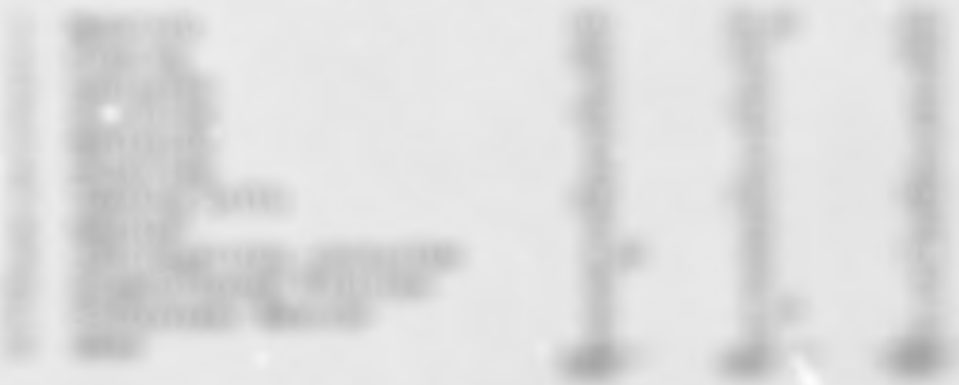
Competencies as per Needs	Experts	Percentage
i. [illegible]	[illegible]	[illegible]
ii. Planning, [illegible]	[illegible]	[illegible]
iii. [illegible]	[illegible]	[illegible]
iv. [illegible]	[illegible]	[illegible]
v. Preparing for [illegible]	[illegible]	[illegible]

[illegible]

Study is supposed to [illegible] [illegible] [illegible]

[illegible]

[illegible]



[illegible]

[illegible]

[illegible]

TABLE 8

Perceived Needs, Assistance Requested, and Assistance Received

	Needed		Requested		Received	
	control	experimental	control	experimental	control	experimental
Instructional Techniques	22	31	21	33	33	50
Classroom Management	29	39	26	33	24	36
Records	39	37	32	40	35	53
Discipline	27	45	19	37	22	38
Total	117	148	98	143	114	177

Problem Areas

One objective during the First-Year Teacher Program was to identify potential problem areas so that they may be avoided in the future.

Using the interview schedule data from both the first and second administrations of the instrument, along with the questionnaire data, five potential problem areas were identified:

1. Perceived Need for Support and/or Assistance
2. Time
3. Communication, Coordination, and Roles
4. Perceived Need for Pre-Service Training
5. Conflict and Threat

It should be noted that some corrective measures were undertaken throughout the program to alleviate some of the potential problems indicated in this report. In addition, some of the items indicated in the data sources may reveal high positive responses; however, it is felt that the problems are of such a nature that some corrective measures against their developing into larger problems should be undertaken.

A description of the information attained from the data sources is indicated in the remaining portion of this section.

Perceived Need for Support and/or Assistance

A cursory inspection of the data sources seems to reveal two areas of major concern for support and assistance: (1) cooperating teachers and (2) principals. Based on this information, the assignment of a cooperating teacher to each first-year teacher appears to be most advantageous since first-year teachers perceive veteran teachers to be most helpful to them; thus, it would seem that such assistance by veteran teachers should be identified and isolated. With respect to assistance rendered to the first-year

teacher by principals, there seems to exist a discrepancy between the help given to first-year teachers as perceived by the teachers as compared to that perceived by the principals. More specifically, there appears to be relatively little instructional assistance given to the first-year teacher by the principal.

Time

The need seems to exist in three areas with respect to accessibility of personnel in giving support and/or assistance to the first-year teachers: (1) cooperating teachers, (2) LEA coordinators, and (3) principals.

There appears to be a need for more time for cooperating teachers to spend with the first-year teachers. This is especially true during the first part of the year. The most common suggestion for change concerned the need for a corresponding free period for the first-year teachers and the cooperating teachers.

There may be a need for coordinators' assignments to be reviewed in order that coordinators be afforded more time to devote to the teachers participating in the program.

There is some indication that principals need more time to spend observing the teaching-learning process in the classroom.

Each week the clinical professors spent an average of 12 hours in travel time to and from schools, 4 hours in preparation for work with first-year teachers, 2½ hours in contact with local education agency personnel, and 2 hours in team meetings. These figures relate only to 4 days a week; the fifth day was spent at UAB attending faculty meetings, committee

meetings, and staff meetings of the First-Year Teacher Pilot Program staff. It was in these meetings, which lasted several hours, that clinical professors planned.

Communication, Coordination, and Roles

According to the data sources previously indicated, the lack of adequate communication, coordination, and definition of roles seems to exist throughout the program. There is some indication that a system for improved communication with principals needs to be devised with respect to their roles in the program and their communication with cooperating teachers, first-year teachers, and clinical professors regarding the assistance being given the first-year teachers and the progress reports on the teachers.

From the data recorded on the Assistance Reports (Form F-1), there appears to be a need to provide for a more distinct delineation of roles among the support team members in order to eliminate duplication of efforts in providing assistance to first-year teachers. Specifically, there seems to be a need for direct communication between the cooperating teachers and the various assisting agencies concerning the program and the cooperating teachers' roles in it. In addition, it appears that a more concerted effort should be made to insure the attendance of representatives of each local education agency each time the Task Force meets.

Some evidence exists that communication and coordination are lacking in the areas of scheduling for interview dates, for fitting student testing dates with State Testing Program dates, and for providing time for teacher testing dates. This appears to be a problem which could be alleviated by intensive orientation for local education agency personnel.

Additional evidence suggests that a need exists for better communication and coordination of effort for first-year teachers to participate fully in the research phase of the program, i.e., to respond to the various instruments necessary to the fulfilling of the obligation to conduct research.

In addition, it is evident that a system needs to be devised to account for materials left with first-year teachers or checked out by clinical professors.

There is some evidence that the team meetings need some re-organization.

Perceived Need for Pre-Service Training

For the purpose of making some recommendations concerning teacher training, the first-year teachers responded to several questions regarding such training.

It is apparent from the first-year teachers' perceptions that some revision is needed in the areas of pre-service education courses, clinical experiences, and psychology in order that such knowledge will be of greater value in the classroom situation. The teachers indicated that they needed more clinical and in-schoolroom contact and experience before their student teaching experience.

Conflict and Threat

In order that better communication and coordination of efforts may exist among the various support agencies, there seems to be some need to alleviate the threat to first-year teachers posed by the several support agencies. There is strong evidence from the interview data that the teachers feel threatened, particularly by principals.

Apparently the ways in which the program is disruptive to the routine of the schools, as indicated by principals, need to be identified and specified. Also, there is apparent need to determine the reasons for apprehensiveness on the part of first year teachers toward both personnel on clinical professors and/or State Department consultants visiting their classrooms, as indicated by their supervising teachers.

[illegible]

[illegible]

The operation of the Fresh-Hope Teacher Trial Program during the 1973-74 school year has provided many interesting and experience necessary for more solid footing for the second year of this program. A very important facet of this year's program has been the cooperation of the State Department of Education, local education agencies, and the Institution of Higher Education (IHE). The participating personnel of the three agencies represented in the task force efforts a unique basis for decision-making. Although no panacea for all problems of education can be at hand, a core in developing a broader understanding of problems and new approaches which may help to provide some criterion in, or basis, alternative plans of action.

The tentative conclusions derived from this study form the basis of future plans for this program. If successful, these conclusions will be the basis of grounds for the next year. Because of the late date of funding for this program, the support team did not go into operation until November of 1973. It was necessary to end operations on May 31, 1974, so that the local education agencies could end the school year without disruption of any type from other agencies. Consequently the unfortunately short view of full-scale activity and the fact that instruments were in their used as the program progressed, all findings and conclusions should be considered as tentative. Only half of the year was spent, in reality, a twelve month year, i.e., a year for overlap for 1973-74. This tentative report, then,

DESCRIPTIONS OF INSTRUMENTS AND SAMPLE ITEMS - CONTINUED

_____ 1. All my teachers know me be name.

_____ 2. This school building is old and run-down.

The Peabody Individual Achievement Test

Although sample items from the Peabody Individual Achievement Test cannot be given due to copyright restrictions, the instrument can be described as having five subtests: Mathematics, Reading Comprehension, Reading Recognition, Spelling, and General Information. The two reading subtests and the mathematics subtest were the only ones used in the First-Year Teacher Pilot Program.

Form L

Form L, designed by UAB, is a rating instrument consisting of nine different professional competencies on which the teacher is rated. The rater has a choice of five responses which may be indicated with a simple check mark: strong positive evidence, some positive evidence, no evidence, some negative evidence, and strong negative evidence. The following is an illustration of the type of competency measured by the instrument.

SUBJECT MATTER PREPARATION

The teacher shows indications of adequate subject matter preparation.

Form M

Form M is similar to Form L in that the response alternatives are identical; however, Form M is an attempt to rate teacher competency

DESCRIPTIONS OF INSTRUMENTS AND SAMPLE ITEMS - CONTINUED

in managerial tasks and clerical activities rather than in professional competencies. The teacher is rated on each of eleven different tasks. The following is an example of one of those tasks:

> The classroom is orderly and neat. Students appear to take pride in this classroom.

Form N

Form N, another instrument developed by UAB, is designed to rate teachers on 24 different kinds of behavioral competencies. The rating scale is "+" (These competencies were observed, "-" (These competencies were not observed when opportunity existed), and "0" (Evidence was not expected on this visit).

Two sample items from Form N are listed below:

1. Plans indicate the use of some available school resources _____
2. Student responses are frequently praised _____

The Semantic Differential Instrument

The Semantic Differential Instrument utilizes the well-established technique of responding to a concept at some point along a continuum between two bipolar adjectives. The continuum is divided into 7 subintervals and responses are weighted on a scale from one point (lease desirable response) to seven points (most desirable response). Of the 12 bipolar adjective pairs used for each item or concept, 11 have been used extensively by Osgood and are reported to validly differentiate both the directions and intensity of attitude.

The following is an illustration of one of the 12 items in

DESCRIPTIONS OF INSTRUMENTS AND SAMPLE ITEMS - CONTINUED

the instrument, and two of the 12 "scales", or adjective pairs, used for each item:

School Principal

Good ___:___:___:___:___:___:___ Bad

Cruel ___:___:___:___:___:___:___ Bad

Form F-1

Form F-1, the assistance report, was designed for use by support team members to systematically record their reactions to the first year teacher in each of ten areas or categories.

Each category, in turn, is subdivided into several (5 to 11) subcategories. The support team member simply checks or circles the appropriate heading and subheading.

To illustrate, one of the 10 headings is "Subject/Area(s) Involved". Under this heading are nine subheadings which include Art, History, Mathematics, Music, Other, etc.

Form F-2T

Form F-2T, the team report, is quite similar to Form F-1 in that in consists of several headings, each having several subheadings. As an example, one of the headings, or categories, and its subheadings are shown below:

1. Subject area(s) involved

1.00 General	1.05 Physical Education
1.01 Art	1.06 Reading
1.02 History	1.07 Science
1.03 Mathematics	1.08 Spelling
1.04 Music	1.09 Other (specify)
	1.10 Not applicable

DESCRIPTIONS OF INSTRUMENTS AND SAMPLE ITEMS - CONTINUED

The Self-Assessment of Needs Instrument

The Self-Assessment of Needs Instrument is a questionnaire consisting of 50 different tasks or abilities. The teacher is asked to rate her ability to perform each of the tasks on a five-point scale:

1. I could easily do this.
2. I would have some difficulty in doing this.
3. I would have considerable difficulty in doing this, but probably could squeak through.
4. I would probably not do this.
5. It would be hopeless for me even to attempt to do this task.

Each of the 50 tasks is presented in the form "How well could I . . .". Below is an illustration of the kinds of things asked:

_____ 1. How well could I devise a laboratory activity?

First-Year Teacher Questionnaire

Another questionnaire consisting of 10 items was given to all first-year teachers in both the control and experimental groups at the end of the year.

A representative item from the questionnaire is given below:

What person has assisted you most this first year in your teaching? Rank the following people: principal, supervisor, another teacher, other. Add any others not listed.
1st _____ 2nd _____ 3rd _____ 4th _____ 5th _____

Form O

Form O is a list of 18 teacher competencies which teachers and administrators across the state of Alabama were asked to rate.

The rating scale was (1) Strongly agree
(2) Agree
(3) Have ambivalent feeling
(4) Disagree
(5) Strongly disagree.

DESCRIPTIONS OF INSTRUMENTS AND SAMPLE ITEMS - (CONTINUED)

Two illustrations of the first of 10 competencies are given below:

_____ 1. The teacher's provision for individual differences is apparent.

_____ 2. The teacher plans classwork in terms of long and short-term objectives and procedures.

Form A-1

Finally, Form A-1 was designed to yield "basic data" for UAB personnel. It includes information concerning college or university preparation such as "Degree(s) Earned", "Institution", etc., and also open-ended questions such as "Areas where teacher perceives assistance is needed most. Why?"

APPENDIX B

Analysis of Variance and Covariance

Analysis of variance and Covariance

In this appendix the following abbreviations have been used:

ANOVA = Analysis of variance

ANCOVA = Analysis of covariance

SS = Source of variation

df = degrees of freedom

SS = sum of squares of deviations from means

F = Fisher's ratio of the treatment variance of population variance, "between groups" and "within groups".

p = the probability of occurrence of a value under a certain number of random variation. The actual numbers are given whenever it is less than 0.05. It represents the rejecting region limiting criterion as a result evaluation of the actual experiment. When p is not reported, this means that p is greater than .05 and the possibility of random variation cannot be discounted as an explanation of the actual result.

Analysis of Variance and Covariance

1. ANOVA: Cancer Type*2 by Stage Interaction

Source	df	SS	F
Group (Cancer Type*2)	1	0.0	0.0
Stage (Log)	1	0.0	0.0
Residuals	1	0.0	0.0
Error	40	0.0	

2. ANOVA: Cancer Mutation Site 1 Data

Source	df	SS	F
Group (Cell)	1	1.0	0.0
Error	41	1,000.0	

3. ANOVA: 2-D Scale Subtracted Tumor Analysis

Source	df	SS	F
Group (Cell)	1	1.0	0.0
Stage (Log)	1	500.0	1.0
Error	40	2,000.0	

4. ANOVA: Synaptic Differential Instrument

Source	df	SS	F
Group (Cell)	1	0.0	0.0
Level (Grade Comp.)	1	0.0	0.0
Residuals	1	0.0	0.0
Error	40	0.0	

5. ANOVA: Synaptic Differential Subtracted Tumor Analysis

Source	df	SS	F
Group (Cell)	1	0.0	0.0
Level (Grade Comp.)	1	0.0	0.0
Residuals	1	0.0	0.0
Error	40	0.0	

6. ANOVA: Multifactor Instrument Test

Source	df	SS	F
Group (Cell)	1	10.0	1.0
Grade (Log)	1	10.0	1.0
Residuals	1	9,990.0	999.0
Error	40	1,000.0	

[illegible] A. [illegible] and [illegible] — [illegible]

1. [illegible] — [illegible] [illegible] [illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	

2. [illegible] — [illegible] [illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	

3. [illegible] — [illegible] [illegible] [illegible] [illegible] [illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	

4. [illegible] — [illegible] [illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	

5. [illegible] — [illegible] [illegible] [illegible] [illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	

6. [illegible] — [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	

SEMANTIC DIFFERENTIAL INSTRUMENT

Inter-Item Correlations: Experimental Teachers (post-test)

Item	2	3	4	5	6	7	8	9	10	11	12	Total Test Score
1	.11	.46***	.18	.53***	.28**	.41***	.17	.31**	.26*	.44***	.16	.50***
2		.36***	.21*	.39***	.17	.33***	.29**	.26*	.37***	.29**	.67***	.60***
3			.33**	.54***	.27*	.54***	.44***	.57***	.47***	.28**	.45***	.69***
4				.20	.31**	.20	.51***	.31**	.44***	.23*	.48***	.58***
5					.38***	.62***	.38***	.42***	.41***	.52***	.45***	.71***
6						.07	.47***	.33**	.39***	.40***	.28**	.57***
7							.42***	.49***	.42***	.25*	.36***	.61***
8								.48***	.77***	.43***	.54***	.76***
9									.59***	.48***	.26*	.67***
10										.45***	.54***	.79***
11											.24*	.64***
12												.72***

*p < .05
**p < .01
***p < .001

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SEMANTIC DIFFERENTIAL INSTRUMENT

Inter-Item Correlations (post-test)

	Item 2	3	4	5	6	7	8	9	10	11	12	Total Test Score
Item 1	.21**	.45***	.25**	.36***	.25**	.32**	.30***	.29***	.35***	.41***	.30***	.57***
2		.41***	.22**	.37***	.15*	.40***	.34***	.26**	.32***	.37***	.60***	.60***
3			.33***	.46***	.36***	.25**	.51***	.43***	.41***	.25**	.49***	.67***
4				.23**	.27***	.17*	.50***	.25**	.35***	.20*	.43***	.53***
5					.36***	.44***	.48***	.53***	.42***	.43***	.41***	.63***
6						.06	.46***	.40***	.45***	.36***	.37***	.53***
7							.31***	.27***	.37***	.31***	.25**	.53***
8								.50***	.71***	.51***	.55***	.67***
9									.53***	.42***	.38***	.65***
10										.47***	.51***	.70***
11											.38***	.67***
12												.71***

*p < .05
**p < .01
***p < .001

Correlation -- Continued

By Group

	Control Group First-Year Teachers				Experimental First-Year Teachers			
	S.M. Scale	Pupil Opinion Instrument	Semantic Differential	C.A.T. Achievement	S.M. Scale	Pupil Opinion Instrument	Semantic Differential	C.A.T. Achievement
ETS/UAB Instrument	.19	-.27	-.28	-.21	.16	.33**	.00	.31
S.M. Scale			-.41*	-			.19	-
Pupil Opinion Instrument			.01	.61***			.16	.52*
Semantic Differential				.58				.36

* p< .05
** p< .01
*** p< .001